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Article 6 of the Convention

Report on good practices of stakeholder participation in implementing Article 6 of the Convention

Note by the secretariat*

Summary

This report presents information on the efforts of Parties, civil society, academia, intergovernmental organizations and the private sector to enhance stakeholder participation in implementing Article 6 of the Convention at the international, regional and national levels. It highlights good practices, challenges and opportunities for stakeholder engagement, drawing upon information contained in national communications, reports of regional workshops on the implementation of Article 6 of the Convention, the climate change information network clearing house CC:iNet, a survey conducted by the secretariat in 2014 and other relevant sources. Parties may wish to consider information in this report with a view to identifying approaches and means to advance the implementation of Article 6 of the Convention. The report will also be used as a background document for the 2nd Dialogue on Article 6 of the Convention.

* This document was submitted after the due date to take into account responses submitted by Parties to a survey conducted by the secretariat.

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I. Introduction

A. Mandate

1. The Conference of the Parties (COP), by decision 15/CP.18, annex, paragraph 35(a), requested the secretariat to, inter alia, prepare a report on good practices of stakeholder participation in implementing Article 6 of the Convention.[1]

2. The Subsidiary Body for Implementation (SBI), at its thirty-ninth session, specified that the report is to be made available for consideration at SBI 40[2] and further used as a background document for the 2nd Dialogue on Article 6 of the Convention, to be convened during SBI 40.[3]

B. Scope of the report

3. This report summarizes information on good practices of stakeholder participation in implementing Article 6 of the Convention by drawing on the following sources:

(a) Report on progress made in, and the effectiveness of, the implementation of the amended New Delhi work programme on Article 6 of the Convention;[4]

(b) Information shared at regional workshops on the implementation of Article 6 of the Convention;[5]

(c) National communications submitted after 2011;[6]

(d) Information available through the climate change information network clearing house CC:iNet;[7]

(e) Synthesis report on ways to enhance the engagement of observer organizations;[8]

(f) Report on the in-session workshop to further develop ways to enhance the engagement of observer organizations;[9]

(g) Materials produced by members of the United Nations Alliance on Climate Change Education, Training and Public Awareness;[10]

(h) Responses provided by national focal points for Article 6 of the Convention to an online survey conducted by the secretariat in 2014;

(i) Relevant official United Nations documentation.

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[1] The COP requested that this report be prepared taking into account information presented in documents FCCC/SBI/2010/16, "Synthesis report on ways to enhance the engagement of observer organizations", and FCCC/SBI/2011/INF.7, "Report on the in-session workshop to further develop ways to enhance the engagement of observer organizations".

[2] FCCC/SBI/2013/20, paragraph 200(b).

[3] FCCC/SBI/2013/20, paragraph 196.

[4] FCCC/SBI/2012/3.

[5] <http://unfccc.int/cooperation_and_support/education_and_outreach/items/3143.php>.

[6] Forty-one national communications from Parties included in Annex I to the Convention and 42 national communications from Parties not included in Annex I to the Convention.

[7] <http://unfccc.int/cc_inet/cc_inet/items/3514.php>.

[8] FCCC/SBI/2010/16.

[9] FCCC/SBI/2011/INF.7.

[10] <http://unfccc.int/cooperation_and_support/education_and_outreach/items/7403.php>.

C. Possible action by the Subsidiary Body for Implementation

4. The SBI may wish to consider information contained in this report with a view to identifying further steps to enhance the implementation of Article 6 of the Convention. The SBI may wish to further use this report as a background document for the 2nd Dialogue on Article 6 of the Convention.

II. Good practices of stakeholder participation in implementing Article 6 of the Convention

A. Good practices at the international level

1. Mechanisms for promoting stakeholder participation in various international agreements and processes

5. Agenda 21,[11] endorsed at the United Nations Conference on Environment and Development in 1992, stresses the importance of enhancing the participation of civil society to advance towards sustainable development. Section 3 of Agenda 21 recognizes nine major groups: women; children and youth; indigenous peoples; non-governmental organizations (NGOs); local authorities; workers and their trade unions; business and industry; the scientific and technological community; and farmers.

6. Principle 10 of the Rio Declaration on Environment and Development[12] stipulates that environmental issues are best handled with the participation of all concerned citizens. Therefore, access to information, participation in the decision-making process and access to judicial and administrative proceedings on environmental matters shall be ensured.

7. The 1998 Convention on Access to Information, Public Participation in Decision-Making and Access to Justice in Environmental Matters (Aarhus Convention)[13] is the first legally-binding instrument for implementing Principle 10 of the Rio Declaration. The Aarhus Convention grants the public rights and imposes obligations on governmental authorities regarding, inter alia, public participation in environmental decision-making. As at January 2014, 46 countries had ratified the Aarhus Convention.[14]

8. In 2005, Parties to the Aarhus Convention adopted the Almaty Guidelines on Promoting the Application of the Principles of the Aarhus Convention in International Forums.[15] These guidelines encourage the introduction of balanced and equitable processes for public participation in international forums as well as the design of mechanisms to promote transparency, minimize inequality, avoid the exercise of undue economic or political influence, and facilitate the participation of those constituencies that are most directly affected and might not have the means for participation without encouragement and support.

9. A Task Force on Public Participation in Decision-making[16] was established under the Aarhus Convention in 2010 to facilitate the sharing of expertise and good practices and

[11] <http://sustainabledevelopment.un.org/content/documents/Agenda21.pdf>.
[12] <http://www.un.org/documents/ga/conf151/aconf15126-1>.
[13] <http://www.unece.org/env/pp/treatytext.html>.
[14] <http://www.unece.org/env/pp/ratification.html>.
[15] <http://www.unece.org/env/pp/ppif.html>.
[16] Decision EMP.II/1 of the Parties to the Aarhus Convention; available at <http://www.unece.org/env/pp/ppdm.html>.

to provide recommendations on strengthening civil society participation and building the capacity of public authorities and other stakeholders.

10. Pilot projects have been carried out in nine countries[17] to prepare national profiles and action plans for implementing Principle 10 of the Rio Declaration.[18] The United Nations Institute for Training and Research (UNITAR) provided methodological support and financial resources for implementing these pilot projects through a country-driven approach with the engagement of governments and civil society.

11. A Declaration on the Application of Principle 10 of the Rio Declaration on Environment and Development[19] was signed by 10 countries[20] on the margins of the United Nations Conference on Sustainable Development (Rio+20) with the aim of initiating a formal process to develop a regional instrument or a convention open to all countries for fostering access to information, public participation and access to justice in environmental matters.

12. The Convention on Biological Diversity[21] (CBD) encourages Parties to enhance the effective participation of indigenous and local communities and women at the local level. The Conference of the Parties to the CBD established a voluntary funding mechanism[22] to facilitate the participation of indigenous and local communities in meetings under the CBD. A selection committee, including representatives of indigenous and local communities, was established to select beneficiaries of the fund. [23]

13. Parties to the United Nations Convention to Combat Desertification[24] have agreed that decisions on the design and implementation of programmes to combat desertification and/or mitigate the effects of drought should be taken with the participation of populations, local communities and the private sector.[25]

14. Many countries organized national consultations in the lead-up to Rio+20 with the support of the United Nations Development Programme (UNDP), where various stakeholders were brought together. Key issues related to sustainable development were discussed and it was demonstrated that enhancing stakeholder participation at the national level plays an important role in defining national strategic objectives and policies.

15. Public consultations were also conducted in the framework of the United Nations Decade of Education for Sustainable Development 2005–2014.[26] The United Nations Educational, Scientific and Cultural Organization (UNESCO), as the lead agency of the Decade, organized national, regional and international consultations towards defining a global action programme on education for sustainable development after 2014. During these consultations climate change education has been identified as a priority.

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[17] Botswana, Costa Rica, Democratic Republic of the Congo, Dominican Republic, El Salvador, Honduras, Mali, Nicaragua and Panama.

[18] <http://www.unitar.org/egp/rio-principle-10-projects>.

[19] <http://www.eclac.org/rio20/noticias/paginas/8/48588/Declaracion-eng-N1244043.pdf>.

[20] Chile, Costa Rica, Dominican Republic, Ecuador, Jamaica, Mexico, Panama, Paraguay, Peru and Uruguay.

[21] <http://www.cbd.int/convention/parties/list/default.shtml>.

[22] CBD decision VII/16, section G, paragraph 10; available at <https://www.cbd.int/decision/cop/?id=7753>.

[23] <http://www.cbd.int/traditional/fund.shtml>.

[24] <http://www.unccd.int/Lists/SiteDocumentLibrary/conventionText/conv-eng.pdf>.

[25] <ttp://www.unccd.int/Lists/SiteDocumentLibrary/Partnerships/Business%20Engagement%20Strategy%20and%20Guidelines.pdf>.

[26] <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/about-us/>.

16. The United Nations Millennium Development Goals have served as a milestone in global development since their inception in 2000. To guarantee a broadly consultative process to support the design of the post-2015 United Nations development agenda,[27] the United Nations Development Group launched a set of 11 thematic consultations and national consultations in more than 60 countries jointly organized by various United Nations entities with support from civil society organizations and other stakeholders. Moreover, the United Nations Development Cooperation Forum[28] was established as a multistakeholder platform to spur debate on national policies that have succeeded in advancing development goals.

2. Stakeholder participation in the UNFCCC intergovernmental process in implementing Article 6 of the Convention[29]

17. Parties have recognized the fundamental value of effective participation by observer organizations, both in the UNFCCC process and in responding to climate change. They have enhanced stakeholder participation in the UNFCCC process over decades and put in place various good practices at the intergovernmental level. These include presiding officers opening to observer organizations the initial and closing meetings of the informal consultations on agenda items where a contact group was not established; making draft negotiation texts available; and permitting interventions by observer organizations in plenary meetings and selected contact groups when appropriate. Open dialogues or briefings with presiding officers, such as the series of special events with observers being held by the Co-Chairs of the Ad Hoc Working Group on the Durban Platform for Enhanced Action and stakeholder engagement with the President of the COP and the Conference of the Parties serving as meeting of the Parties to the Kyoto Protocol (CMP) during the joint high-level segment of sessions of the COP and the CMP, have become customary.

18. Good practices of stakeholder participation are not, however, limited to the in-session period or to on-site events at the conference venues. There is an increasing number of intersessional workshops and meetings of expert bodies that are open to observer organizations, as well as opportunities to make presentations at workshops. Partnerships of organizations from all levels and sectors under the Nairobi work programme on impacts, vulnerability and adaptation to climate change[30] and their contributions to its implementation are considered to be an example of effective engagement. Governments hosting sessions of the COP and the CMP are increasingly engaging stakeholders in the lead-up to the sessions and providing a space for the general public for raising awareness and promoting climate change education outside the main conference venue. To enable greater stakeholder participation in the UNFCCC process, submissions from observer organizations and other organizations are received and posted on the UNFCCC website regardless of the specific mandate, and the accessibility to such submissions by Parties on the website has significantly improved. Inputs from observer organizations are also used in the preparation of background documentation and publications by the secretariat.

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[27] <http://www.un.org/en/development/desa/development-beyond-2015.html>.

[28] <http://www.un.org/en/ecosoc/dcf/index.shtml>.

[29] Taking into account information presented in documents FCCC/SBI/2010/16, "Synthesis report on ways to enhance the engagement of observer organizations", and FCCC/SBI/2011/INF.7, "Report on the in-session workshop to further develop ways to enhance the engagement of observer organizations".

[30] Decision 2/CP.11.

3. Stakeholder participation in deliberations on Article 6 of the Convention within the UNFCCC intergovernmental process

19. Observer organizations have actively participated in the consideration of issues relating to Article 6 of the Convention under the SBI and the COP, including through attendance and interventions at all contact group meetings and informal consultations, submissions published as web documents on the UNFCCC website and inputs to negotiating texts presented through Parties' interventions.

20. Furthermore, representatives of observer organizations attended and presented their experiences at the five regional workshops organized by the secretariat to support the review of the implementation of the New Delhi work programme on Article 6 of the Convention and the six regional workshops to support the review of the implementation of the amended New Delhi work programme.[31]

21. In 2012, observer organizations, especially youth NGOs (YOUNGO), worked closely with governments and intergovernmental organizations (IGOs) on developing the Doha work programme on Article 6 of the Convention,[32] which was adopted at COP 18.

22. More than 100 representatives of Parties, IGOs and NGOs shared their experiences regarding the implementation of climate change education and training and related international cooperation during the 1st Dialogue on Article 6 of the Convention held on 10 and 11 June 2013 during SBI 38.[33] Experts, practitioners and the general public from multiple locations also followed the Dialogue through the webcast.

23. CC:iNet, hosted by the secretariat, is a web platform designed to promote the sharing of information, publications, materials and activities led by governments, organizations and practitioners on Article 6 of the Convention. Many NGOs have contributed awareness and educational materials to this platform.

4. Children and youth participation in Article 6 activities

24. In response to a request by the COP,[34] the secretariat continues its work on the United Nations Joint Framework Initiative on Children, Youth and Climate Change to enhance the involvement and participation of children and youth in Article 6 activities and their attendance at intergovernmental meetings, including sessions of the COP. The Joint Framework Initiative is a partnership between 15 United Nations and intergovernmental entities, youth-focused NGOs and YOUNGO.

25. In June 2013, the Joint Framework Initiative launched its latest flagship publication *Youth in Action on Climate Change: Inspirations from Around the World*,[35] which is designed as a tool and source of inspiration for developing and carrying out projects to increase awareness of the causes and impacts of climate change, promote sustainable lifestyles and advance climate-resilient low-emission development. The publication is available in all United Nations languages.

26. The Join Framework Initiative has been actively involved in the work of the United Nations Inter-Agency Network on Youth Development since its inception in 2010,[36] contributed to the development and implementation of the United Nations System-wide

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[31] <http://unfccc.int/cooperation_and_support/education_and_outreach/items/3143.php>.
[32] Decision 15/CP.18, annex.
[33] <http://unfccc.int/cooperation_and_support/education_and_outreach/items/7670.php>.
[34] Decision 15/CP.18, annex, paragraph 35(f).
[35] <http://unfccc.int/resource/docs/publications/publication_youth_2013.pdf>.
[36] <http://undesadspd.org/Youth/UNInterAgencyNetworkonYouthDevelopment.aspx>.

Action Plan on Youth[37] and closely collaborated with the Office of the Secretary-General's Envoy on Youth.[38]

27. The secretariat fosters the inclusive and effective participation of youth in the intergovernmental climate change process by organizing dialogues between youth and key negotiators; briefings with chairs of constituted bodies; side events and other activities during the annual Young and Future Generations Day; fundraising for the participation of representatives from youth networks in developing countries; the facilitation of virtual participation at UNFCCC conferences; and the provision of physical and virtual space for showcasing climate action by young people.

28. The secretariat hosts the Youth Portal[39] on CC:iNet for outreach activities by young people and promotes youth-led action through UNFCCC social media outlets.

B. Good practices at the national and local levels

1. Legal frameworks for fostering public participation in climate change policymaking and action

29. Parties recognize that the effectiveness of public participation depends on having laws and regulations in place that contain provisions on access to information, decision-making processes and the justice system.

30. Many countries have included in their constitutions the right to a healthy environment and the right to participate in decision-making on environmental matters. Some countries, including the Dominican Republic and Ecuador, have integrated climate change related issues into their constitutions. Furthermore, constitutional mechanisms such as public consultations and legislative initiatives led by local communities have been established in a number of countries for enhancing public participation in sustainable development issues.

31. An example of a legislative effort that promotes gender sensitivity and enhances the participation of women, persons with disabilities, indigenous peoples and local communities is the General Law on Climate Change of Mexico adopted in 2012. Article 2.V stipulates that one of the objectives of this law is to promote climate change education. The law also contains a chapter on social participation and emphasizes the importance of promoting public participation in its various articles.

32. Some countries have adopted sectoral laws on the environment, energy, health and agriculture, which contain references to climate change and the fostering of awareness-raising, training and participation of local communities in a decision-making process. Many countries have integrated environmental education and/or education on sustainable development into their national education laws and have taken steps to promote the participation of NGOs, youth organizations and local communities in non-formal education activities.

33. UNDP and the European Union are supporting Parliamentary Action on Renewable Energy, a project which aims at building the capacity of parliamentarians and strengthening their advocacy to promote renewable energy and combat climate change.

[37] <http://www.undg.org/docs/13099/UN%20System-wide%20Action%20Plan%20on%20Youth%20%283%29.pdf>.

[38] <http://www.un.org/youthenvoy/>.

[39] <http://unfccc.int/cc_inet/cc_inet/youth_portal/items/6578.php>.

2. Institutional structures, procedures and mechanisms for enabling intersectoral and multi-stakeholder participation in implementing Article 6 of the Convention

34. Many countries have institutional structures in place which provide a platform for enhancing intersectoral and multi-stakeholder action to address climate change. These institutional structures include councils, interministerial committees and commissions. Colombia, Mexico and Uruguay have each created a national system to facilitate the coordination between different levels of governance, economic sectors and stakeholders.

35. Climate change councils have been established recently in Indonesia, Maldives, Nepal, Spain and Viet Nam, among others. An example of a governmental agency that works to engage stakeholders in the decision-making process is the National Council of Ecological Transition in France. The Council is chaired by the Minister of Ecology and has 50 members representing local authorities, inter-professional unions, environmental associations and parliamentarians.

36. Parties recognize the importance of strengthening communication channels between scientists and decision makers. Finland has created an interdisciplinary climate panel, which promotes debate on climate change and increases awareness of scientific facts to support informed decision-making.

37. Multi-stakeholder networks also serve as a mechanism for improving synergy, avoiding duplication of effort and improving the effectiveness in the implementation of Article 6. Spain has created a participatory network, which includes stakeholders from national government, local administration, business, NGOs, regional government and academia. Various outreach materials and training courses on climate change have been developed through this network.

38. The Doha work programme invites Parties to designate and provide support, including technical and financial support, and access to information and materials to a national focal point for Article 6.[40] As at March 2014, 81 Parties had appointed such national focal points.[41]

39. Trinidad and Tobago, following the adoption of its National Climate Change Policy, initiated the appointment of focal points for multilateral environmental agreements with particular focus on climate change in all government agencies, statutory bodies, academia, the private sector, industry, NGOs and community-based organizations. More than 120 nominations of focal points have been secured and a network of focal points has been established with a view to consolidating efforts to address climate change, including the collection of data and information to facilitate the preparation of national communications.

3. Public participation in the development of national strategies and action plans on Article 6 of the Convention

40. The Doha work programme invites Parties to prepare a national strategy on Article 6 of the Convention according to their national circumstances.[42] Some countries have reported that they have developed a national strategy through a multi-stakeholder participatory process with the involvement of NGOs, the private sector, local governments and communities.

41. UN CC:Learn,[43] a partnership of 33 multilateral organizations, has been supporting pilot projects in five countries[44] in designing and implementing national results-oriented

[40] Decision 15/CP.18, annex, paragraph 22(a).

[41] <http://unfccc.int/cc_inet/cc_inet/focal_points/items/6833.php>.

[42] Decision 15/CP.18, annex, paragraph 22(d).

[43] <http://www.unccclearn.org>.

[44] Benin, the Dominican Republic, Indonesia, Malawi and Uganda.

climate change learning strategies. The methodology used is based on a participatory planning approach and a comprehensive assessment of climate change learning needs among different stakeholders.

42. The Dominican Republic was the first among the UN CC:Learn pilot countries to launch its national strategy to strengthen human resources and skills to advance green, low-emission and climate-resilient development in 2012. A national implementation platform has been established to ensure the continued engagement of a broad range of stakeholders in carrying out activities under the national strategy.

43. Indonesia's national climate change learning strategy was developed through a series of multi-stakeholder consultations and workshops organized between 2012 and 2013 with the participation of representatives of various governmental departments, the private sector, United Nations agencies, universities, development partners and NGOs. Enacted through a presidential decree in 2013, the strategy regulates the process of strengthening the capacity of individuals, institutions and systems to implement policies and programmes relevant to the priority areas in the national action plan on climate change adaptation and the national action plan on greenhouse gas emission reduction.

44. Some countries have integrated actions to implement Article 6 of the Convention in their national climate change strategies. Costa Rica's national strategy on climate change, which was adopted in 2009 with the aim of mobilizing efforts towards becoming the first carbon-neutral country by 2021, contains a section on Article 6 of the Convention with specific actions for each of its elements. Education, culture, public awareness and public participation as cross-cutting aspects are featured throughout the strategy.

4. Mechanisms for incorporating stakeholder inputs into the planning, implementation and evaluation of projects relating to Article 6 of the Convention

45. Parties have reported on various approaches to incorporating stakeholder inputs into the planning, implementation and evaluation of projects relating to Article 6 of the Convention, such as dialogues between governments and stakeholders, forums, meetings, focal groups and round tables.

46. In Australia, regular meetings known as community cabinets take place around the country to discuss governmental initiatives and policies with local communities. These meetings provide a regular opportunity for local communities to express their views regarding public policies.

47. Swaziland organized climate change dialogues in two stages: as regional dialogues in the four geographical regions of the country and as a two-day national dialogue where different stakeholders shared views on possible measures to address climate change. This initiative aimed to foster behavioural change by encouraging action by individuals to reduce the carbon footprint.

5. Training programmes to strengthen the capacity of stakeholders to participate in decision-making processes

48. The Doha work programme calls on Parties to integrate climate change issues into school curricula and develop other activities relating to climate change learning and skills development.[45]

49. Parties, IGOs, NGOs, academia, the private sector, local governments and community-based organizations have organized various training activities such as workshops, seminars, conferences and symposiums on climate change. Furthermore,

[45] Decision 15/CP.18, annex, paragraph 22(g).

training materials such as toolkits, publications, multimedia, posters and videos have been produced and disseminated.

50. Armenia has been working to introduce climate change into the national educational curricula. It has also developed educational modules on climate change for universities; produced an "ABC on climate change" textbook for secondary schools; organized seminars for farmers on climate change risks in agriculture; conducted conferences on renewable energy and training courses for journalists; and rolled out a summer school for primary school students.

51. UNESCO supports countries in integrating its Climate Change Education for Sustainable Development programme into their education policies and strategies and runs a set of country programmes, which include training of educators, education planners and policymakers.[46]

52. The United Nations Children's Fund (UNICEF) works within the Child-Friendly School model for quality education as an entry point for adaptation to climate change by training children to participate in democratically designed decision-making methodologies from an early age. In the East Asia and the Pacific region, UNICEF supports child-led hazard and vulnerability mapping, which aims to teach children about climate change adaptation and disaster risk reduction and facilitate their participation in local planning. Hazard mapping has been linked to local government planning processes in a number of countries within this region, such as Nepal and Sri Lanka.

53. Various online courses have been developed by governments, IGOs and NGOs, including an open online course on climate change by the World Bank Institute,[47] the introductory course on climate change by UNITAR[48] and the climate change education course for teachers by UNESCO.[49]

54. The United States of America has created a climate literacy framework,[50] a guide that aims to promote climate science awareness by providing an educational framework of principles and concepts. This guide assists educators who teach climate science in meeting content standards in their curricula. The development of the guide began at a workshop with many science agencies, NGOs and numerous individuals contributing to its preparation and review.

55. Journalists have been trained in understanding climate change issues and effectively communicating them to the public as part of the UNDP Africa Adaptation Programme. The programme started with training senior journalists from 20 African countries who then passed on the acquired knowledge during national climate change journalism workshops and reached out to various media-related stakeholders and constituents, including editors, journalism schools and government.

56. In Viet Nam, the United Nations Entity for Gender Equality and the Empowerment of Women has been strengthening women's capacity in disaster risk reduction and preparedness through a project that includes the establishment of a pool of women leaders trained at the community level by using education and communications materials such as

[46] In 2012–2013, pilot programmes were implemented in the Dominican Republic, Guyana, Mauritius, South Africa and Tuvalu. In 2014, country programmes will be launched in Bangladesh, Brazil, Cuba, Mongolia, Namibia, Nepal and the Philippines.

[47] <http://wbi.worldbank.org/wbi/es/stories/take-mooc-climate-change-starting-january-27-2014>.

[48] <http://unccelearn.org>.

[49] <http://portal.unesco.org/geography/en/ev.php-URL_ID=16440&URL_DO=DO_TOPIC&URL_SECTION=201.html>.

[50] *Climate Literacy: The Essential Principles of Climate Science*; available at <http://downloads.globalchange.gov/Literacy/climate_literacy_highres_english.pdf>.

radio programmes, leaflets and posters. This project has enhanced women's participation in decision-making on climate change related issues at the local level, in particular through the Committees for Floods and Storm Control and dialogues with policymakers on gender, climate change and natural disasters.

57. The Food and Agriculture Organization of the United Nations and the International Labour Organization lead the Junior Farmer Field and Life Schools (JFFLS) programme, which aims to empower vulnerable youth by providing them with the livelihood options and gender-sensitive skills needed for long-term food security. A JFFLS module dedicated to climate change has been launched, targeting JFFLS facilitators and providing them with the information and exercises needed to convey climate-coping agricultural strategies to young people (15–24 years of age) from rural areas. The climate change module has been pilot-tested in Malawi and the United Republic of Tanzania.

6. Access to information and communication mechanisms for fostering an effective and meaningful stakeholder participation in implementing Article 6 of the Convention

58. Parties recognize that public access to information on matters relating to climate change is essential for an effective participation of stakeholders in decision-making processes and for mobilizing climate action. Governments and NGOs have used various channels and mechanisms such as websites, newsletters, scientific and technical publications, radio and television programmes, conferences, seminars and workshops to facilitate public access to information.

59. Germany launched the *Energiewende* campaign, which aims to raise awareness of the country's new energy policy and its importance through nationwide outdoor advertising. Elements of the campaign include a series of publications and an online advisory and information service on energy saving, which is advertised by the federal government in daily and weekly newspapers.

60. In Sweden, the environmental authorities have created databases that are accessible to the public through the Internet. Information about the state of the environment is freely available through the Swedish Environmental Protection Agency website. The "Emissions in figures" website contains a database of emissions from approximately 1,000 of the largest enterprises in Sweden whose business may be classified as environmentally hazardous.

61. Some Parties also commented on the benefits of disseminating the findings of their national communications at all levels. New Zealand publishes 'emissions snapshots' summarizing its greenhouse gas inventories, which are large technical documents, in language that is accessible and understandable to a wider audience.

62. Parties recognize the important role that web-based platforms and social media play in promoting public participation by providing easy access to up-to-date information, facilitating exchange of views and showcasing success stories. "A world you like. With a climate you like",[51] a European Union public climate change communication campaign, was conducted in 2011–2012 with a focus on practical solutions to reduce emissions. The campaign's central message was that making the transition to a low-emission society is not only urgent but also feasible, affordable and necessary to enhance the quality of life.

63. The campaign was centred on an interactive, user-friendly website in 23 languages which featured background information on a low-emission society, videos of success stories for each member State and information on the campaign events and partner organizations. A key tool for getting people involved in the campaign was a contest for the best climate solutions in which a shortlist was drawn up on the basis of a public vote. A

[51] <http://ec.europa.eu/clima/citizens/aworldyoulike/index_en.htm>.

total of 269 projects were entered in the competition and more than 230,000 votes were cast.

64. Connect4Climate[52] is an initiative of the World Bank Group, which aims to create a global movement to combat climate change. With more than half a million followers on Facebook, Twitter, YouTube and other social media channels, Connect4Climate is building an ever-growing community of individuals around the world committed to climate change action. In less than three years, a network of more than 180 partners, including NGOs, youth networks, universities, schools, United Nations organizations, the private sector and the media, has been established.

7. Public participation in the preparation of national communications

65. Parties have been increasingly engaging national experts and other stakeholders in the preparation of their national communications. Many Parties reported on activities to implement Article 6 of the Convention in a separate chapter of their national communications; however, only a few Parties reported on all elements of Article 6, including on activities to enhance public participation.

66. Brazil established an inclusive consultation process for the review of its national communication, which included a line-by-line editing process similar to the review of reports by the Intergovernmental Panel on Climate Change. This initiative emphasized the importance of engaging the public in the process of drafting national communications as a means of building national capacity and raising awareness of climate change.

67. The Gambia highlighted the involvement of communities and stakeholders in gathering data for the compilation of its national communications. Great importance was attached to the chapters on Article 6 of the Convention in its national communications, which contained data collected through consultations with, and questionnaires completed by, multiple stakeholders.

8. Mobilization of national and international resources for enhancing public participation in implementing Article 6 of the Convention

68. Access to adequate resources, including funding, is often a prerequisite for impactful long-term engagement of stakeholders in climate change decision-making and action.

69. As part of the Clean Energy Future Plan, Australia has established an Energy Efficiency Information Grants programme to assist industry associations and non-profit organizations that work with small and medium-sized businesses and community organizations to provide information on improving energy use. Under the first round of the programme, 28 organizations will receive around 20 million Australian dollars for these activities.

70. Another example of small grants that can empower stakeholders and promote their participation in implementing climate solutions is the United Nations Human Settlements Programme's Urban Youth Fund,[53] a global fund that supports projects in developing countries, which are youth-designed, youth-led and youth-implemented. Every year, more than 8,000 youth-led organizations apply for a grant of up to USD 25,000, with an average grant amount being USD 16,000. In addition to grants, the Urban Youth Fund empowers youth organizations through targeted training, capacity-building and mentorship programmes.

[52] <http://connect4climate.org>.

[53] <http://www.unhabitat.org/categories.asp?catid=637>.

III. Challenges and opportunities

71. There appears to be a broad understanding among Parties that proactive support for public participation and access to information is crucial to engaging with and empowering a wide range of stakeholders in decision-making processes. However, despite the progress made, there are a number of barriers to the implementation of Article 6 of the Convention, as reported in national communications and in the reports on the regional workshops.[54] These include lack of public awareness and knowledge, absence of institutional arrangements, inadequate funding, lack of human resources and insufficient coordination and cooperation between the authorities within the country.

72. The SBI may wish to provide guidance on ways to overcome these barriers with a view to further enhancing stakeholder participation in implementing Article 6 of the Convention.

[54] As footnote 5 above.